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This book is intended for elementary schools but it may well serve as a model on which can be worked out a text for high and normal schools on similar lines. No greater service can be rendered a community through its adolescent members than by aiding them through intimate knowledge of the home community to an appreciation of larger citizenship.

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*How New York City Administers Its Schools.* By ERNEST CARROLL MOORE. Yonkers, N.Y.: World Book Co., 1913. Pp. 321. With an introduction by PAUL H. HANUS.

This is one of the reports made in connection with the "School Inquiry" conducted in the city of New York during 1911 and 1912, under the direction of Professor Paul H. Hanus, of Harvard. To Professor Moore was assigned the work of investigating the organization, work, and status of the Board of Education, and the local school boards, for the city. The report of Professor Moore, when completed and submitted, was "rejected" by the Committee on School Inquiry of the Board of Estimate and Apportionment of the City of New York, the body which had authorized the inquiry. After much newspaper criticism of this action, the report was later on published in the *City Record*, but with the concluding chapter, containing the specific recommendations, omitted. The report has now been republished by the World Book Co., in good form and in an attractive binding. Besides the full report of 237 pages, there are added four appendices, covering 84 pages, and including the now famous "two hundred and forty-one questions" submitted to Professor Moore by Chairman John Purroy Mitchel, ostensibly to ascertain on what facts and evidence the allegations and conclusions of the report were based, with Professor Moore's answers to each. These questions and answers form interesting reading, as they reveal very clearly the lack of understanding of the committee and the motives which actuated the so-called "rejection" of the report.

This report is one of the most important and valuable of all those issued in connection with the New York School Inquiry, and will prove to be interesting reading to all who are interested in the problems of city school administration. In a series of eighteen chapters Professor Moore has set forth clearly and forcibly the present situation in the administration of the schools of New York City, and shows how completely the administration is conducted by what he calls "a paralyzed arm." The school system of the city, by both the law and the decisions of the courts declared to be an institution of the state, he shows, to a degree indeed surprising, has by rules, regulations, and charter requirements been subordinated to the control of the city hall and its influences, with all that this in this particular city implies. The machinery of administra-

tion has been made complex, devious, and subversive of the purposes for which schools have been established and maintained, and with the clear intent and purpose of bringing the school administration under the control of the municipal administration. The recent unsuccessful attempt to secure new charter provisions from the legislature to legalize and extend what had already been accomplished by wholly illegal methods was but another evidence of the desire to subordinate the school department of the city completely to city hall domination and control. What this would mean in the administration of the school system of such a city is not hard to understand.

The organization and work of the Board of Education, and the present conditions under which their work is carried on, are set forth; the financial aspect of the problem, with especial reference to estimates, apportionments, sites, buildings, and maintenance are shown; the need of a fundamental reorganization is pointed out; and in a final chapter the fundamental administrative needs of the school system are set forth in a series of twenty-eight specific recommendations. The reasoning is so clear and able, the facts set forth are so convincing, and the recommendations made are so sound, that the uninitiated may be a little surprised that the board which had ordered the inquiry should have at first "rejected," and later done what they could to condemn, so able, straightforward, and constructive a statement of conditions and needs. The only conclusion left to be drawn is that the Board of Estimate and Apportionment, intent on subordinating the school department completely to city hall control, did not relish a report which revealed so clearly the many ways in which the city hall authorities had suborned the law for the sake of personal control. A board intent on improving educational conditions would have welcomed a report which set forth so clearly and logically the fundamental theory of state versus local control in school affairs. This "rejection" only revealed another aspect of the vicious influences which inspired and lay back of this whole New York inquiry; only called new attention to this one part of the report; and should make future legislative attempts to reduce the school system of the city to subjection more difficult of attainment.

Professor Moore's report is an important contribution to the literature of city school administration, and will be read with interest by all interested in this important phase of the city school administrative problem. Its logic and conclusions are as applicable to Chicago, San Francisco, Minneapolis, or New Orleans as to New York City, and the volume should be thoughtfully read and studied by city superintendents and students of educational administration. For this important division of the School Inquiry it was good that Professor Hanus had a man used to the western method of calling things by their proper names, and one accustomed to call a halt in the game whenever he saw unmistakable evidence of cheating with the cards.

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